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ABSTRACT

The purpose of this study was to determine if the psychological concepts of Transactional Analysis, Structural Analysis, the Basic Life Position for most people, and Recognition Hunger described by Eric Berne, would effectively serve as content for psychological curriculum for seventh grade students. Teachers of six experimental groups received six hours of training and instructed students twice a week for three weeks. The six control teachers received no training and conducted guidance activities in the homeroom periods. Using the dependent variables of the pre- to posttest change scores on the Tennessee Self-Concept Scale and the pre- to posttest change scores on the Adult Scale of the TA Ego State Scale, a one-way analysis of variance was applied to determine if there were significant differences between the change scores of the experimental and control groups. No significant results were obtained on either of the dependent variables. However, significant results were obtained on the Rebel Child Scale and on the Nurturing Parent Scale of the TA Ego State Scale as a consequence of the treatment. The study concluded with recommendations for further investigation of transactional analysis as a psychological curriculum for public schools to meet students needs for affective education.
(Author/HLM)

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Affective Education: Effects of Transactional Analysis Training on Seventh Grade Students (A Summary of Two Dissertations)

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The need for affective education, which is psychological in nature and can take place in the regular classroom, has been expressed by many authors in the fields of psychology and counseling. (A complete bibliography is included.) However, research on affective education in the regular classroom has been limited mostly to the areas of career education and drug abuse prevention. Little research has dealt with curriculum designed to enhance self-awareness, self-concept, and interpersonal communication. The purpose of this study was to investigate if the psychological concepts of TA, Structural Analysis, the Basic Life Position for most people, and Recognition Hunger described by Eric Berne in his theory of TA, would effectively serve as content for such psychological curriculum. Two possible results of TA were measured, the effect on self-concept, and the effect on the use of Adult statements.

In the spring of 1975, homerooms of seventh grade students at two junior high schools in West Orange-Cove Consolidated School District were randomly selected and assigned to six experimental and six control groups. The teachers of the six experimental groups

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received six hours of training to teach the curriculum. The six experimental homerooms received training in TA twice each week, for three weeks.

One dependent variable was the pre- to posttest change scores on the TSCS, Tennessee Self-Concept Scale. The other dependent variable was the pre- to posttest change scores on the TAESS, Transactional Analysis Ego State Scale. A one-way analysis of variance was used to determine if there were significant differences between the change scores of the experimental and control groups. The results indicated no significant results on either of the dependent variables.

The six experimental homeroom groups did not change significantly in positive self-concept formation, as measured by the TSCA. Neither did they change significantly in their use of Adult verbalizations, as measured by the TAESS. However, since the confidence level of .09 was obtained on the Adult Scale, in the positive direction, more practice in the concepts of TA could possibly have increased selection of Adult items. Also, the confidence level of .07 on the Punitive Parent Scale, in the expected direction, might also indicate that with more practice, Punitive Parent items would be selected less often.

Significant findings on the Rebel Child Scale indicate that the experimental groups receiving TA training chose Rebel Child items less often. They also significantly selected Nurturing Parent items more frequently. These findings offer support for

research in affective education, particularly in TA, a psychological theory articulated in language simple for the learner.

Self-concept change was not found. If, however, self-concept is developmental, this might be a slow process which would not be detectable immediately after TA training, but which might improve over time.

This study related the need for affective education as it has appeared in the literature. Seamons, et al. (1974) stated that children of junior high age have the ability to understand the major concepts of TA. The results of this study support this statement.

This study produced no significant results on the two dependent variables, self-concept and adult verbalizations. However, other significant findings on the TAESS warrant the following recommendations:

1) It is recommended that further research investigate TA as a psychological curriculum for public schools since the experimental groups increased in Nurturing Parent significantly, and decreased in Rebel Child significantly.

2) It is recommended that research establish a base and ceiling level for age appropriateness on the TAESS, and where not appropriate, other forms be developed.

3) It is recommended that TA curriculum be designed in sequence of less to more difficult for instruction at earlier and later grade levels, and that this be researcned.

4) It is recommended that curriculum at each grade level include more than six lessons.

5) It is recommended that longitudinal research on self-concept accompany teaching of TA, since this personality variable would possibly be a result of other changes accomplished by training in TA.

6) It is recommended that the TAESS undergo further revision to strengthen the reliability of the two weaker scales, Free Child and Conforming Child.

7) It is recommended that TA be researched as a communication system which might assist with other affective education projects in the schools, such as Reality Therapy, drug abuse prevention, and career education.

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